

# DOCUMENT RESUME

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TITLE Tests and Measurements. Description of Teacher Inservice Education Materials.

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IDENTIFIERS Individually Guided Education

## ABSTRACT

The inservice teacher education course described is for the use of elementary and secondary school teachers interested in understanding measurement and evaluation through Individually Guided Education. The scope of the instructional model and sequencing of topics are outlined. Activities and resources involved in using the modules contained in the program are described. Ordering information and a critique of the program are included. (JD)

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# DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

## A. SUMMARY INFORMATION

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

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**Title:** TESTS AND MEASUREMENTS

**Publication Date(s):** September 1972

**Intended Users:** Elementary and secondary school teachers interested in understanding measurement and evaluation through Individually Guided Education (IGE)

**Grade Level(s):** 1-12

**Number:** Group

**Primary Focus:** A brief history of the testing movement, functions of tests, methods by which they are applied, scored and results tabulated; construction of objective tests and improvements of teacher-made tests are highlighted.

### ***School subject(s) and/or in-service topic(s) covered:***

The material reviewed is the course syllabus and workbook. This develops an extensive five-module program covering Tests and Measurements. It is intended for a total inservice course. The concept of Performance Based Teacher Education is carried out in the development of the entire subject. It covers what one would think of as a basic college course in Tests and Measurements.

### ***What participant does in using the materials:***

The participant would essentially be enrolled in a college equivalent course in Tests and Measurements. The program reviewed is only the structure and syllabus of the course. Lectures, activities, outside readings and papers are all parts included in the course description. Emphasis is placed on individual performance and learner learning.

### ***Resources:***

The material reviewed is the 100-page spiral notebook, which acts as the syllabus and workbook for the course. This course is listed on the title page as Education 383, 3 credits, University of Wisconsin--Stevens Point. Resources, other than this notebook, needed as indicated by the unit instructions would include an instructor, Vimec slide tapes, 5 texts, handouts, etc. Further information is listed under 5.3.

### ***Describer critique:***

This program is well-developed but implies a total inservice course, which has to have extensive resources besides this book. If a school or district were interested in developing a Tests and Measurements course, this suggested structure and concept of a Performance Based Program appears good.

tests and measurements

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## B. IN-DEPTH INFORMATION

**Title:** TESTS AND MEASUREMENTS

**Publication Date(s):** September 1972

**Intended Users:** Elementary and secondary teachers interested in understanding measurement and evaluation through IGE

**Grade Level(s):** Elementary, middle and secondary school

**Number:** Group

**Primary Focus:** A brief history of the testing movement, functions of tests, methods by which they are applied, scored and results tabulated, construction of objective tests and improvements of teacher-made tests are highlighted.

### 1.0 PURPOSES:

The course focuses on the development of an understanding of measurement and evaluation through Individually Guided Education. It is designed to provide an opportunity for the learner to attain the objectives in a manner that facilitates unique sequencing, independent rates of progress and access to a variety of instructional materials.

The emphasis is on objectives rather than activities and on the learner learning rather than the teacher teaching.

The material is divided into five modules, each including:

1. terminal objectives,
2. prospectus,
3. pre-assessment items,
4. prerequisites,
5. enroute objectives,
6. activities, and
7. post-assessment.

To the extent the student fulfills the obligations of each module, the goals and objectives can be met.

## 2.0 CONTENT — Scope and Sequencing of Topics:

The instructional module is developed, incorporating the concept of Performance Based Teacher Education. The course program is divided into five modules:

1. Purpose and function of measurement and evaluation,
2. Objectives,
3. Tests: what and why,
4. Test construction, and
5. Statistical analysis of tests.

Each module includes: (1) terminal objective, (2) prospectus, (3) pre-assessment items, (4) prerequisites, (5) enroute objectives, (6) activities, (7) post-assessment.

Content not included, but noted in the instructional notebook reviewed are an instructor, team leader, Vimcet slide tape presentations, handouts, tests and measurement kit, Educational Testing Service Booklets, five required texts.

Vimcet slide/tape presentations include:

- |     |                                                                                                                       |     |                                                                                                                                            |
|-----|-----------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------|
| #2  | SYSTEMATIC INSTRUCTIONAL DECISION-MAKING<br>A general overview is provided of a consequence-based instructional model | #14 | THE TEACHING OF READING-An empirical model for reading instruction is described                                                            |
| #5  | APPROPRIATE PRACTICE-How to provide learners with relevant instructional practice opportunities                       | #15 | DISCIPLINE IN THE CLASSROOM-How to apply contingency management procedures to problems of classroom control                                |
| #6  | PERCEIVED PURPOSE-Four techniques are described for increasing student motivation                                     | #21 | INDIVIDUALIZING INSTRUCTION-How to adapt classroom instruction to individual differences among learners                                    |
| #11 | ANALYZING LEARNING OUTCOMES-An introduction to task analysis of learner enroute behaviors                             | #24 | INSTRUCTIONAL TACTICS FOR AFFECTIVE GOALS-Three tactics, modeling, contiguity and reinforcement, for the promotion of affective objectives |
| #12 | KNOWLEDGE OF RESULTS-Guidelines for providing students with immediate feedback regarding their performance            | #27 | OPENING CLASSROOM STRUCTURE-Arranging classroom variables so they contribute to less formal structure                                      |
| #13 | TEACHING UNITS AND LESSON PLANS-Key ingredients of effective written instructional plans are examined                 | #30 | TEACHER AIDES IN THE CLASSROOM-Preparing both teachers and aides for the instructional use of para-professional and student assistants     |

The first seven presentations were developed by James Popham; the last two by Eva Baker (both with the UCLA School of Education).

Required texts include: Evaluating Pupil Growth, Stanley Ahman and Marvin Glock; Statistics and Measurement, Lowell Schoer; Measurement in Today's Schools, Julian Stanley; Developing Teacher Competencies, James Weigand; and, Evaluation for Decision-Making in the Schools, John Wick and Donald Beggs.

(For names of publishers, see 5.3.)

### **3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT**

#### **3.1 Description of main in-service activities:**

The instructional notebook consists of an outline of the program and the contents of each of the five modules along with their objectives. The activities presume a class situation, instructor, required readings, viewing Vimcet slide tapes, handouts and activities which are developed for each topic. The inservice activities would be similar to those of a college class.

#### **3.2 Help given in use of product:**

The material reviewed consists of a spiral bound, 100-page, 8½x11" notebook. Instructions and programming are given for the course structure. For an inservice program, the additional required material would have to be obtained. Information on this is found under 5.3.

### **4.0 EVALUATION OF TEACHER INSERVICE LEARNING**

Each of the five modules lists objectives and post-assessments. The units, as they are developed, require extensive evaluation—both by the learner and the instructor. There is a thorough evaluation of the material covered in each module.

## 5.0 ORDERING INFORMATION

### 5.1 Resources required/recommended:

The notebook reviewed contains the lessons, exercises and procedures to be followed in the course. All other materials necessary for the course would have to be obtained before it was established. Information on these can be obtained from the producer.

### 5.2 Distributor name/address:

Dr. Terrence J. Snowden  
Wisconsin Indian Teacher Corps  
University of Wisconsin--Stevens Point  
Stevens Point, Wisconsin 54481  
(715) 346-0123

### 5.3 Components/approximate costs:

| Component                                 | Purchase         | Rental | No. Req.  | Reusable |
|-------------------------------------------|------------------|--------|-----------|----------|
| TESTS AND MEASUREMENTS                    |                  |        |           |          |
| Performance Based Program                 | \$2.00           | No     | 1/student | Yes      |
| 10 slide/tape presentations on Evaluation | \$180.00 (Total) | No     | group     | Yes      |
| individual tape                           | \$18.00          |        |           |          |

#### Required texts (5):

- Ahman, Stanley and Marvin Glock. Evaluating Pupil Growth. (4th Ed.) Boston. Allyn and Bacon, Inc., 1967.
- Schoer, Lowell. Statistics and Measurement. (2nd Ed.) Boston. Allyn and Bacon, Inc. 1967
- Stanley, Julian. Measurement in Today's Schools. Englewood Cliffs, New Jersey. Prentice-Hall, Inc. 1964.
- Weigand, James. Developing Teacher Competencies. Englewood Cliffs, New Jersey. Prentice-Hall, Inc. 1971
- Wick, John and Donald Beggs. Evaluation for Decision-Making in the Schools. Boston. Houghton Mifflin Company. 1971.

It is assumed that any well equipped library would have the texts mentioned above.

## **6.0 HISTORY OF DEVELOPMENT**

### **6.1 Identification of the developer:**

Dr. Terrence J. Snowden  
Wisconsin Indian Teacher Corps  
University of Wisconsin  
Stevens Point, Wisconsin

### **6.2 How developed and when:**

The preface gives this brief reference to development:

"The development of this Performance Based Program is the result of many people, students, Teacher Corps interns, university faculty, and experienced teachers." It was supported in part by the Teacher Corps (TC) U.S. Office of Education.

The product was field-tested during both the developmental phase and after the final product was completed with inservice teachers. During 1971-1972, interns and classroom practitioners gave suggestions for improvement. An additional series of field-tests took place with TC interns; followed by more testing with teachers in the Hayward (Wisconsin) School district.

### **6.3 Evidence of effectiveness with users:**

The data gathered from the field-tests was routinely submitted to the National Teacher Corps Office in Washington, D.C. on a yearly basis.

## **C. DESCRIBER CRITIQUE**

### **Appropriateness / adaptability / technical quality:**

This module is appropriate for an inservice class. It is not for individual use. The material requires texts, slides, illustrations and explanations. An instructor plus the other resources are needed. The time required would be comparable to that of a college course in Tests and Measurements. It could be adaptable for scheduled classes within a school or school district for inservice training.

The technical quality is good, but it requires considerably more material than presented in this spiral notebook.

### **Content accuracy/social fairness/community acceptance issues:**

The material has been well-developed, shows extensive research and presents good coverage of Tests and Measurements.

There is no race, sex or ethnic bias.

Community acceptance would not be involved.

### **Overall summary/comment:**

What appears as the programming for the course is well-done. In using this as an inservice training program, the sponsors would have to accumulate the other resources required plus an instructor very familiar with the material.

MCR/2-77